

MEDT 8480 PROGRAM EVALUATION**Semester Hours** 3**Semester/Year****Time/Location****Instructor****Office Location****Office Hours****Telephone****Email****Fax****Distance Support** WebCT Home Page
<http://webct.westga.edu>WebCT Help & Troubleshooting
<http://webct.westga.edu/help.htm>UWG Distance Learning
<http://distance.westga.edu/>Distance Learning Library Services
<http://westga.edu/~library/depts/offcampus/>Ingram Library Services
<http://westga.edu/~library/info/library.shtml>**Communication** The official university communication to students is through campus e-mail (myUWG). Be sure to access this several times a week to keep up-to-date on important information.

COURSE DESCRIPTION

This course is designed to prepare the students to effectively and efficiently participate in program evaluation at the school sites. Students are expected to evaluate efficacy of existing programs and/or the appropriateness of programs being considered for implementation.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme *Developing Educators for School Improvement*, the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:

1. Be able to discuss the basic purposes and concepts of curriculum and program evaluation in a school setting in class and online in WebCT (Fitzpatrick, Sanders, & Worthen 2003; Kaufman, Guerra, & Platt, 2006; Sanders, 2001) (D1 Decision Makers; D3 Life-Long Learners; D4 Adaptive; D7 Empathetic; D8 Knowledgeable)
2. Enhance their knowledge of national and state curriculum frameworks and standards and refer to them as they relate to class projects and activities (Sanders, 2001; Stake, 2004). (D2 Leaders; D3 Life-long Learners; D7 Empathetic; D8 Knowledgeable; D9 Proactive; ISTE TF-II.C; AASL 2.5)
3. Increase their knowledge of district and state evaluation and assessment programs and refer to them as they relate to class projects and activities (Sanders, 2001; Stake, 2004). (D3 Life-long Learners; D7 Empathetic; D8 Knowledgeable; D10 Reflective; ISTE TF-II-C; AASL 2.9)

4. Identify and locate sources of research literature and tools related to program evaluation in the school setting (Fitzpatrick, Sanders, & Worthen 2003; Kaufman, Guerra, & Platt, 2006; Patton, 2002; Rossi, Lipsey, & Freeman, 2003; Sanders, 2001). (D1 Decision Makers; D3 Life-long Learners; D8 Knowledgeable; D10 Reflective)
5. Be able to develop a proposal for a program or organization evaluation in their setting (Fitzpatrick, Sanders, & Worthen 2003; Haertel & Means, 2003; Kaufman, Guerra, & Platt, 2006; Patton, 2002; Rossi, Lipsey, & Freeman, 2003; Sanders, 2001; Stake, 2004). (D1 Decision Makers; D2 Leaders; D8 Knowledgeable; D9 Proactive; D10 Reflective; ISTE TF-IV.B; AASL 4.2; AASL 8.9)
6. Be able to complete an evaluation report and present results for a school or district setting (Fitzpatrick, Sanders, & Worthen 2003; Haertel & Means, 2003; Kaufman, Guerra, & Platt, 2006; Patton, 2002; Rossi, Lipsey, & Freeman, 2003; Sanders, 2001; Stake, 2004). (D1 Decision Makers; D2 Leaders; D8 Knowledgeable; D9 Proactive; D10 Reflective; ISTE.TF-IV.B and C; AASL 8.10)

TEXTS, READINGS AND INSTRUCTIONAL RESOURCES

Required Text

Kaufman, R., Guerra, I., & Platt, W.A. (2006). *Practical evaluation for educators: Finding what works and what doesn't*. Thousand Oaks, CA: Corwin Press.

Suggested Texts

Fitzpatrick, J., Sanders, J., & Worthen, B. (2003). *Program evaluation: Alternative approaches and practical guidelines* (3rd ed.). NY: Longman.

Haertel, G.D., & Means, B. (2003). *Evaluating educational technology: Effective research designs for improving learning*. New York: Teachers College Press.

Patton, M.Q. (2002). *Qualitative research & evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage.

Rossi, P.H., Lipsey, M.W., & Freeman, H.E. (2003). *Evaluation: A systematic approach* (7th ed.). Thousand Oaks, CA: Sage.

Sanders, J. (2001). *Evaluating school programs: An educator's guide* (2nd ed.). Newbury Park, CA: Corwin Press.

Scriven, M. (1973). Goal free evaluation. In E.R. House (Ed.). *School evaluation: The politics and process*. Berkeley, CA: McCutchan.

Stake, R. (2004). *Standards-based and responsive evaluation*. Thousand Oaks, CA: Sage.

EVALUATION RESOURCES

American Evaluation Association. (n.d.). Retrieved June 4, 2007 from <http://www.eval.org>

American Evaluation Association guiding principles for evaluators. (2004). Retrieved June 4, 2007 from <http://www.eval.org/Publications/GuidingPrinciplesPrintable.asp>

Basic guide to program evaluation. (n.d.). Retrieved June 4, 2007 from http://www.mapnp.org/library/evaluatn/fnl_eval.htm

Evaluation activities in organizations. (n.d.). Retrieved June 4, 2007 from <http://www.mapnp.org/library/evaluatn/evaluatn.htm>

Practical assessment, research and evaluation. (n.d.). Retrieved June 4, 2007 from <http://pareonline.net/>

Program development and evaluation. (n.d.). Retrieved June 4, 2007 from <http://www.uwex.edu/ces/pdande/evaluation>

Trochim, W. (2006). *Web center for social research methods.* Retrieved June 4, 2007 from <http://www.socialresearchmethods.net>.

RESOURCES ON ACADEMIC WRITING

Writing Center @ UWG. (2006). Retrieved June 4, 2007 from <http://www.westga.edu/~writing/writing/index.htm>

Kerlins.net. Style guides. Retrieved June 4, 2007 from <http://kerlins.net/bobbi/education/writing/styleguides.html>

Campbell, L. (1994, August 4). *Some items I look for in a thesis prospectus.* Qualitative Research for the Human Sciences [QUALRS-L@uga.cc.uga.edu] [Online]. Retrieved June 4, 2007 from <http://www.nova.edu/~ron/campbell.html>

Levine, S.J. (2003). Writing and presenting your thesis or dissertation. Retrieved June 4, 2007 from <http://www.learnerassociates.net/dissthes>

RESEARCH ETHICS

Institutional Review Board. University of West Georgia. Retrieved June 4, 2007 from <http://www.westga.edu/~irb>

ASSIGNMENTS, EVALUATION PROCEDURES AND GRADING POLICY

Link to Conceptual Framework: The focus of this course is to prepare students to effectively and efficiently participate in program evaluation at the school sites. The overall evaluation for this course is structured so that each assignment is aligned with different student assignments/projects by applying program evaluation guidelines covered in the class time. At the completion of each assignment, students will demonstrate achievement in the following areas:

Decision making: choosing appropriate evaluation techniques to review and assess new or existing school programs (**Assignments 4, 5**)

Leadership: taking responsibility for making improvements in the schools (**Assignments 1 - 5**)

Lifelong learning: reviewing and assessing existing evaluation reports (**Assignments 2, 5**)

Being adaptive: changing educational practices based on evaluation outcomes data (**Assignments 4, 5**)

Collaborations: working with colleagues and stakeholders to plan and carry out program evaluations (**Assignments 2 - 4**)

Cultural sensitivity: using program evaluation results to improve programs to meet the needs of diverse students (**Assignments 1, 4, 5**)

Empathy: demonstrating sensitivity to the needs of individual, family, and community needs when planning program evaluation (**Assignments 1, 4, 5**)

Knowledgeable: drawing on pedagogical, content, and professional knowledge, including knowledge from others' research, or evaluation when planning a program evaluation (**Assignments 1 - 7**)

Being proactive: implementing program evaluation and using outcomes to better serve children (**Assignments 1, 4, 5**)

Reflection: engaging in ongoing, continuous reflection about program evaluation to determine effectiveness of interventions and innovations (**Assignments 1, 4, 5, 7**)

ASSIGNMENTS

Assignment 1: Participation/Class Activities and Online Discussions (11 points)

Students are expected to participate in all conference discussions and all class activities and are accountable for all materials covered. Students are expected to attend all scheduled face-to-face classes except in the case of emergencies.

(Course Objectives 1 - 4: checklist, observation)

Assignment 2: Evaluation Article Critiques (15 points)

Students will review and critique **three** evaluation articles.

(Course Objectives 1 - 4: rubric)

Assignment 3: Evaluation Contract (10 points)

Students will submit a contract for evaluation services.

(Course Objectives 1 - 5: checklist)

Assignment 4: Evaluation Plan (24 points)

Students will develop a plan for an evaluation related to Media and Instructional Technology.

(Course Objectives 1 - 5: rubric)

Assignment 5: Evaluation Data Collection and Report (30 points)

Students will collect data and write an evaluation report.

(Course Objectives 1 - 6: rubric)

Assignment 6: Evaluation Electronic Portfolio (5 points)

Students will place completed assignments/works in an electronic portfolio. Students may choose the format (e.g., web page, PowerPoint).

(Course Objectives 1 - 6: checklist)

Assignment 7: Reflective Essay (5 points)

Students will write a reflective essay regarding their experiences in the course.

(Course Objectives 1 - 7: checklist)

EVALUATION PROCEDURES

Students will be evaluated in the following way:

Activity	Points Available	Assessment Tools	Due Date
1.a. Participation/Classroom	3	Checklist, Observation	June 5 8:00 – 11:10 a.m. Classroom
1.b. Participation/ Online Discussions	8	Checklist, Observation	June 7 , 11:59 p.m. June 14 , 11:59 p.m. June 21 , 11:59 p.m. July 12 , 11:59 p.m.
2. Evaluation Article Critiques	15	Rubric	June 12 , 11:59 p.m.
3. Evaluation Contract	10	Checklist	June 14 , 11:59 p.m.
4. Evaluation Plan	24	Rubric	June 28 , 11:59 p.m.
5. Evaluation Data Collection and Report	30	Rubric	July 12 , 11:59 p.m.
6. Evaluation Electronic Portfolio	5	Checklist	July 19 , 11:59 p.m.
7. Reflective Essay	5	Checklist	July 19 , 11:59 p.m.
TOTAL	100		

All work completed in this course must be original work developed this semester.

Extra credit assignments will not be made.

GRADING POLICY

The following grading scale will be used:

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

Due dates - All assignments will be due on the due dates posted. Late submissions will not be accepted. Students checking in late or not completing an activity on time will receive a zero on their activity grades. Missed assignments can be made up only in the event of emergencies.

PROFESSIONALISM

Students are expected to conduct themselves professionally. This is an essential quality for all professionals who will be working in the schools. Professionalism includes but is not limited to the following:

- Participating in interactions and class activities in a face to face or online environment in a positive manner
- Collaborating and working equitably with students in the class
- Actively participating in class each week
- Turning in assignments on time
- Arriving at and leaving class punctually
- Treating class members and colleagues with respect in and out of the classroom
- Eliminating interruptions in class. This includes cell phones and beepers.

Students who display a lack of professionalism will be contacted by the instructor and informed of the consequences. If a second violation occurs, the student will meet with a departmental committee and may be dismissed from the program for at least one year.

DISABILITY POLICY

All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services, Dr. Ann Phillips. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia:

<http://www.westga.edu/~dserve> . Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

ACADEMIC HONESTY

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Connection and Student Handbook and the Graduate Catalog.

Disciplinary procedures described in the latest University of West Georgia Connection and Student Handbook will be followed when violations take place. Infractions may include cheating, plagiarism, disruptive behavior, and disorderly conduct.
